



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12551757  
District: MSAD 61  
School: Sebago Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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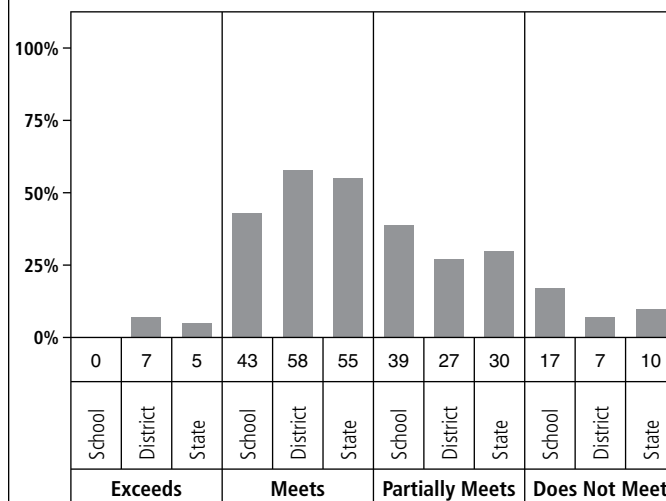
# SUMMARY OF SCORES

Date: March 2007  
Grade: 5  
District: MSAD 61  
School: Sebago Elementary School

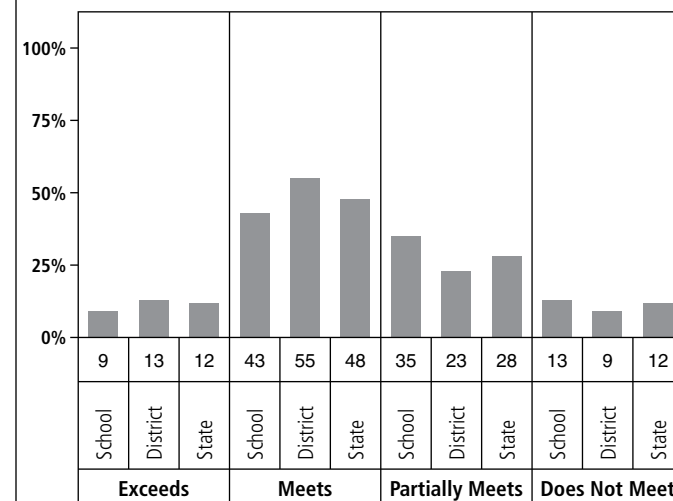
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	542 <b>539</b> 540	545 <b>546</b> 545	544 <b>544</b> 544
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	542 <b>545</b> 544	546 <b>548</b> 547	543 <b>546</b> 544
<b>ELA – Writing</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	535 <b>535</b> 535	540 <b>540</b> 540	541 <b>541</b> 541

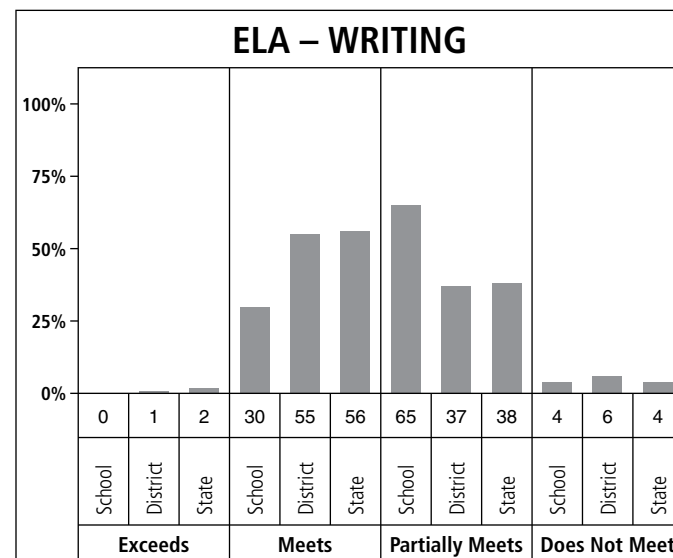
### ELA – READING



### MATHEMATICS



### ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 5  
 District: MSAD 61  
 School: Sebago Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	23	100	143	100	14332	100	23	100	139	97	14252	100	23	100	139	97	14255	100						
<b>Ethnicity</b>																								
African American	1	4	1	1	382	3	1	100	1	100	372	97	1	100	1	100	377	99						
American Indian/Native Alaskan	0	0	1	1	106	1	0	0	1	100	103	99	0	0	1	100	103	99						
Asian/Pacific Islander	0	0	0	0	251	2	0	0	0	0	249	99	0	0	0	0	250	100						
Hispanic	0	0	2	1	148	1	0	0	2	100	148	100	0	0	2	100	147	99						
White	22	96	139	97	13445	94	22	100	135	97	13380	100	22	100	135	97	13378	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	5	22	23	16	2522	18	5	100	23	100	2500	100	5	100	23	100	2500	100						
<b>Current LEP</b>	0	0	0	0	287	2	0	0	0	0	278	97	0	0	0	0	283	99						
<b>Economically disadvantaged</b>	10	43	59	41	5401	38	10	100	56	95	5355	99	10	100	56	95	5360	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics												ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	21	91	116	81	11327	79	21	91	107	75	11313	79							21	91	118	83	11382	79
Identified disability (PET/IEP)	3	14	8	7	408	4	3	14	7	7	419	4							3	14	8	7	454	4
LEP	0	0	0	0	145	1	0	0	0	0	147	1							0	0	0	0	146	1
504 plan	0	0	0	0	122	1	0	0	1	1	124	1							0	0	1	1	126	1
<b>Participation with accommodations</b>	2	9	23	16	2706	19	2	9	32	22	2743	19							2	9	21	15	2611	18
Identified disability (PET/IEP)	2	100	15	65	1890	70	2	100	16	50	1893	69							2	100	15	71	1841	71
LEP	0	0	0	0	121	4	0	0	0	0	131	5							0	0	0	0	118	5
504 plan	0	0	1	4	58	2	0	0	0	0	57	2							0	0	0	0	53	2
Other	0	0	7	30	655	24	0	0	16	50	680	25							0	0	6	29	617	24
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	213	1	0	0	0	0	199	1							0	0	0	0	198	1
Identified disability (PET/IEP)	0	0	0	0	202	95	0	0	0	0	188	94							0	0	0	0	187	94
LEP	0	0	0	0	6	3	0	0	0	0	5	3							0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	6	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	18	0	0	0	0	0	18	0							0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	4	3	62	0	0	0	4	3	59	0							0	0	4	3	121	1

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 5  
District: MSAD 61  
School: Sebago Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006 <b>2006-2007</b> Cum. Avg.	2	13	15	9	721	5
		0	0	10	7	702	5
		1	5	13	9	712	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006 <b>2006-2007</b> Cum. Avg.	6	38	84	53	7571	53
		10	43	81	58	7730	55
		8	40	83	55	7651	54
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006 <b>2006-2007</b> Cum. Avg.	7	44	45	28	4343	30
		9	39	38	27	4182	30
		8	40	42	28	4263	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006 <b>2006-2007</b> Cum. Avg.	1	6	14	9	1628	11
		4	17	10	7	1419	10
		3	15	12	8	1524	11

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	24.7	51.5	30.2	62.9	28.8	60.0
Literary Text	24	50	11.9	49.6	15.1	62.9	14.2	59.2
Informational Text	24	50	12.8	53.3	15.2	63.3	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
Grade: 5  
District: MSAD 61  
School: Sebago Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	0	0	10	43	9	39	4	17	539	139	7	58	27	7	546	14033	5	55	30	10	544
<b>Ethnicity</b>																						
African American	1										1						368	2	36	38	23	538
American Indian/Native Alaskan	0										1						102	1	36	43	20	539
Asian/Pacific Islander	0										0						247	8	52	31	9	545
Hispanic	0										2						143	2	38	42	18	540
White	22	0	0	10	45	8	36	4	18	539	135	7	59	27	7	546	13173	5	56	29	10	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	1	20	1	20	3	60	529	23	4	22	39	35	536	2298	0	22	43	34	535
No	18	0	0	9	50	8	44	1	6	542	116	8	66	25	2	548	11735	6	62	27	5	546
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						263	1	24	43	33	534
<b>Economically disadvantaged</b>																						
Yes	10	0	0	4	40	3	30	3	30	536	56	4	57	27	13	544	5223	2	43	39	17	540
No	13	0	0	6	46	6	46	1	8	542	83	10	59	28	4	548	8810	7	62	25	6	547
<b>Migrant</b>																						
Yes	0										0						8	13	13	63	13	539
No	23	0	0	10	43	9	39	4	17	539	139	7	58	27	7	546	14025	5	55	30	10	544
<b>Gender</b>																						
Female	12	0	0	5	42	5	42	2	17	540	68	13	66	16	4	550	6967	7	57	27	8	546
Male	11	0	0	5	45	4	36	2	18	539	71	1	51	38	10	543	7066	3	53	32	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										14	0	43	50	7	542	1573	0	30	51	19	538
No	23	0	0	10	43	9	39	4	17	539	125	8	60	25	7	547	12460	6	58	27	9	545
<b>Gifted/talented program</b>																						
Yes	5	0	0	5	100	0	0	0	0	550	25	28	72	0	0	559	499	24	72	3	0	556
No	18	0	0	5	28	9	50	4	22	536	114	3	55	33	9	544	13534	4	54	31	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 5  
 District: MSAD 61  
 School: Sebago Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										4	0	20	60	20	534	5	3	43	32	22	540
B. less than one hour	73	0	0	7	44	6	38	3	19	540	69	5	58	29	7	546	67	5	56	30	9	545
C. one to two hours	23	0	0	2	40	2	40	1	20	538	26	14	64	17	6	549	26	5	56	30	9	545
D. more than two hours	5	0	0	0	0	1	100	0	0	536	1	0	50	50	0	544	2	2	41	34	23	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	5	0	0	0	0	1	100	0	0	534	39	9	63	26	2	549	35	8	61	24	7	547
B. They match some of what I have learned.	68	0	0	8	53	6	40	1	7	541	46	8	62	25	5	546	52	4	57	31	8	545
C. They match just a little of what I have learned.	18	0	0	1	25	1	25	2	50	535	12	0	44	38	19	541	10	2	38	39	21	539
D. There is no match.	9	0	0	0	0	1	50	1	50	533	3	0	0	25	75	531	3	1	28	41	29	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	23	0	0	5	100	0	0	0	0	550	37	18	70	8	4	553	30	11	65	18	6	549
B. good	36	0	0	3	38	3	38	2	25	535	47	2	56	33	9	543	53	3	56	32	9	544
C. fair	41	0	0	1	11	6	67	2	22	536	13	0	33	56	11	541	15	0	37	45	18	539
D. poor	0										2	0	67	33	0	543	2	0	24	45	31	535
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	5	0	0	0	0	0	0	1	100	524	10	0	46	38	15	541	13	2	41	35	22	539
B. about the same as my regular schoolwork	70	0	0	7	50	5	36	2	14	541	61	7	57	30	6	547	66	6	57	30	8	545
C. easier than my regular schoolwork	25	0	0	2	40	2	40	1	20	538	29	11	71	13	5	549	20	6	59	27	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	0	0	0	0	1	100	524	8	0	36	45	18	540	10	1	27	43	30	536
B. Most of the passages were about the same as what I normally read.	59	0	0	3	23	7	54	3	23	535	42	3	43	45	9	543	55	3	54	34	9	544
C. Most of the passages were easier than what I normally read.	36	0	0	6	75	2	25	0	0	547	50	12	74	10	4	551	35	9	65	20	5	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	0	0	2	50	1	25	1	25	539	18	17	50	17	17	548	17	9	59	24	8	547
B. 20 minutes to an hour	73	0	0	7	44	6	38	3	19	539	65	6	67	22	4	547	57	6	59	28	8	545
C. less than 20 minutes	9	0	0	0	0	2	100	0	0	536	9	8	31	54	8	543	13	2	47	37	14	542
D. I rarely read at home.	0										8	0	36	55	9	541	14	1	45	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	24	0	0	1	20	2	40	2	40	534	26	6	41	38	15	543	25	3	47	35	15	542
B. six to ten pages	38	0	0	1	13	7	88	0	0	537	22	0	41	52	7	541	28	4	55	32	10	544
C. eleven or more pages	38	0	0	6	75	0	0	2	25	542	52	12	72	12	4	551	47	7	60	26	7	546
<b>Optional school/district question</b>																						
A.	0										100	0	0	0	100	500						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 5  
District: MSAD 61  
School: Sebago Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	6	21	13	1415	10
	<b>2006-2007</b>	<b>2</b>	<b>9</b>	<b>18</b>	<b>13</b>	<b>1711</b>	<b>12</b>
	Cum. Avg.	2	10	20	13	1563	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	8	50	79	50	6503	45
	<b>2006-2007</b>	<b>10</b>	<b>43</b>	<b>76</b>	<b>55</b>	<b>6778</b>	<b>48</b>
	Cum. Avg.	9	43	78	52	6641	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	5	31	40	25	3945	28
	<b>2006-2007</b>	<b>8</b>	<b>35</b>	<b>32</b>	<b>23</b>	<b>3884</b>	<b>28</b>
	Cum. Avg.	7	33	36	24	3915	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	2	13	19	12	2434	17
	<b>2006-2007</b>	<b>3</b>	<b>13</b>	<b>13</b>	<b>9</b>	<b>1683</b>	<b>12</b>
	Cum. Avg.	3	14	16	11	2059	15

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.4	49.3	8.1	54.0	7.8	52.0
Cluster 2: Shape and Size	14	29	6.6	47.1	7.0	50.0	6.9	49.3
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.7	74.0	3.3	66.0
Cluster 4: Patterns	14	29	8.2	58.6	8.9	63.6	8.5	60.7

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 5  
 District: MSAD 61  
 School: Sebago Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	2	9	10	43	8	35	3	13	545	139	13	55	23	9	548	14056	12	48	28	12	546
<b>Ethnicity</b>																						
African American	1										1						376	4	29	38	30	536
American Indian/Native Alaskan	0										1						102	8	32	31	28	538
Asian/Pacific Islander	0										0						249	17	52	24	7	549
Hispanic	0										2						144	9	34	42	15	541
White	22	2	9	9	41	8	36	3	14	545	135	13	56	24	8	548	13185	12	49	27	11	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	1	20	2	40	2	40	532	23	0	30	39	30	534	2312	3	27	36	34	535
No	18	2	11	9	50	6	33	1	6	548	116	16	59	20	5	550	11744	14	52	26	8	548
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	14	29	57	525
Current LEP beyond first year	0										0						271	5	26	37	32	535
<b>Economically disadvantaged</b>																						
Yes	10	0	0	3	30	6	60	1	10	539	56	9	46	34	11	544	5240	6	40	35	19	540
No	13	2	15	7	54	2	15	2	15	549	83	16	60	16	8	550	8816	16	53	23	8	549
<b>Migrant</b>																						
Yes	0										0						8	13	38	38	13	544
No	23	2	9	10	43	8	35	3	13	545	139	13	55	23	9	548	14048	12	48	28	12	546
<b>Gender</b>																						
Female	12	1	8	6	50	3	25	2	17	544	68	13	62	18	7	550	6972	11	48	29	12	545
Male	11	1	9	4	36	5	45	1	9	546	71	13	48	28	11	546	7084	13	49	26	12	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										14	0	29	43	29	535	1579	2	31	45	22	537
No	23	2	9	10	43	8	35	3	13	545	125	14	58	21	7	549	12477	14	50	25	11	547
<b>Gifted/talented program</b>																						
Yes	5	1	20	4	80	0	0	0	0	562	25	40	60	0	0	562	499	54	43	3	0	563
No	18	1	6	6	33	8	44	3	17	540	114	7	54	28	11	544	13557	11	48	29	12	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 5  
District: MSAD 61  
School: Sebago Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										4	20	20	40	20	539	5	9	39	28	25	540
B. less than one hour	73	2	13	7	44	6	38	1	6	547	69	11	55	26	8	547	67	13	49	27	11	546
C. one to two hours	23	0	0	2	40	2	40	1	20	542	26	19	58	14	8	551	26	12	49	28	11	546
D. more than two hours	5	0	0	0	0	0	0	1	100	520	1	0	50	0	50	538	2	3	40	29	28	538
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	41	2	22	4	44	3	33	0	0	552	48	17	53	24	6	550	41	17	52	23	8	549
B. They match some of what I have learned.	50	0	0	5	45	5	45	1	9	542	41	11	60	23	7	548	48	9	49	30	11	545
C. They match just a little of what I have learned.	5	0	0	0	0	0	0	1	100	524	9	8	50	17	25	540	9	7	33	36	24	539
D. There is no match.	5	0	0	0	0	0	0	1	100	520	2	0	0	33	67	523	3	5	25	29	41	533
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	1	17	3	50	1	17	1	17	552	34	28	59	7	7	555	31	27	50	16	7	553
B. good	55	1	8	4	33	6	50	1	8	542	50	7	54	32	7	546	48	8	53	29	11	545
C. fair	18	0	0	2	50	1	25	1	25	540	14	0	42	37	21	537	18	2	37	40	20	538
D. poor	0										2	0	67	0	33	531	3	1	25	41	34	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	5	0	0	0	0	0	0	1	100	524	10	7	43	29	21	541	17	5	40	34	21	540
B. about the same as my regular schoolwork	68	1	7	7	47	6	40	1	7	544	57	17	51	26	6	549	66	12	51	28	10	546
C. easier than my regular schoolwork	27	1	17	2	33	2	33	1	17	549	32	9	64	18	9	548	17	23	49	18	10	551
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	27	1	17	3	50	1	17	1	17	547	49	19	55	18	7	550	22	11	45	29	15	544
B. two or three days a week	41	0	0	3	33	5	56	1	11	541	34	6	57	30	6	547	38	13	50	27	10	547
C. two or three times each month	23	1	20	2	40	2	40	0	0	550	13	11	44	33	11	545	33	13	50	27	9	547
D. never	9	0	0	1	50	0	0	1	50	540	4	0	50	0	50	535	8	9	44	27	20	542
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	32	0	0	4	57	1	14	2	29	544	20	14	36	25	25	543	6	12	41	25	22	542
B. two or three days a week	55	2	17	4	33	6	50	0	0	547	54	14	58	24	4	549	31	13	50	27	10	547
C. two or three times each month	14	0	0	1	33	1	33	1	33	537	22	13	67	17	3	550	45	13	50	27	10	547
D. never	0										4	0	33	33	33	532	17	10	44	30	17	543
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										4	0	40	40	20	538	7	8	37	30	25	540
B. 30–45 minutes	45	1	10	4	40	5	50	0	0	545	10	7	36	50	7	542	31	7	44	33	15	543
C. 45–60 minutes	18	0	0	1	25	2	50	1	25	534	19	4	42	31	23	540	42	14	52	25	8	548
D. more than 60 minutes	36	1	13	4	50	1	13	2	25	550	67	17	61	16	5	551	19	17	52	22	9	549
<b>Optional school/district question</b>																						
A.	0										100	0	0	0	100	500						
B.	0										0											
C.	0										0											
D.	0										0											

# ELA–WRITING RESULTS

Date: March 2007  
Grade: 5  
District: MSAD 61  
School: Sebago Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 <b>2006-2007</b> Cum. Avg.	0 0	0 0	1 1	1 1	260 260	2 2
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 <b>2006-2007</b> Cum. Avg.	7 7	30 30	77 77	55 55	7844 7844	56 56
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 <b>2006-2007</b> Cum. Avg.	15 15	65 65	52 52	37 37	5365 5365	38 38
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 <b>2006-2007</b> Cum. Avg.	1 1	4 4	9 9	6 6	524 524	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.0	50.0	11.4	57.0	11.8	59.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.4	45.0	6.0	50.0	6.2	51.7
Standard English Conventions (Standard F)	8	40	4.6	57.5	5.4	67.5	5.6	70.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 5  
 District: MSAD 61  
 School: Sebago Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	0	0	7	30	15	65	1	4	535	139	1	55	37	6	540	13993	2	56	38	4	541
<b>Ethnicity</b>																						
African American	1										1						366	1	42	51	7	537
American Indian/Native Alaskan	0										1						102	0	51	42	7	539
Asian/Pacific Islander	0										0						247	2	68	27	3	544
Hispanic	0										2						143	0	51	39	10	538
White	22	0	0	6	27	15	68	1	5	535	135	1	55	38	7	540	13135	2	56	38	4	541
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	0	0	4	80	1	20	525	23	0	13	48	39	526	2295	0	20	63	16	531
No	18	0	0	7	39	11	61	0	0	538	116	1	64	35	0	543	11698	2	63	33	1	543
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						261	1	39	49	11	536
<b>Economically disadvantaged</b>																						
Yes	10	0	0	1	10	8	80	1	10	531	56	0	39	48	13	536	5198	1	44	49	6	538
No	13	0	0	6	46	7	54	0	0	538	83	1	66	30	2	543	8795	3	63	32	2	543
<b>Migrant</b>																						
Yes	0										0						8	0	38	63	0	539
No	23	0	0	7	30	15	65	1	4	535	139	1	55	37	6	540	13985	2	56	38	4	541
<b>Gender</b>																						
Female	12	0	0	5	42	7	58	0	0	537	68	1	71	25	3	544	6956	3	67	28	2	544
Male	11	0	0	2	18	8	73	1	9	533	71	0	41	49	10	537	7037	1	45	48	6	538
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										14	0	36	64	0	536	1567	0	38	57	5	537
No	23	0	0	7	30	15	65	1	4	535	125	1	58	34	7	541	12426	2	58	36	4	542
<b>Gifted/talented program</b>																						
Yes	5	0	0	2	40	3	60	0	0	540	25	4	84	12	0	550	499	9	77	13	1	549
No	18	0	0	5	28	12	67	1	6	534	114	0	49	43	8	538	13494	2	55	39	4	541

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number